

October
1959



ARIZONA
EDUCATION
ASSOCIATION



Vol. 48, No. 1

Peripheral Schools
The Convention Unique
Teaching the Average Child
Minds and Machines That Serve You



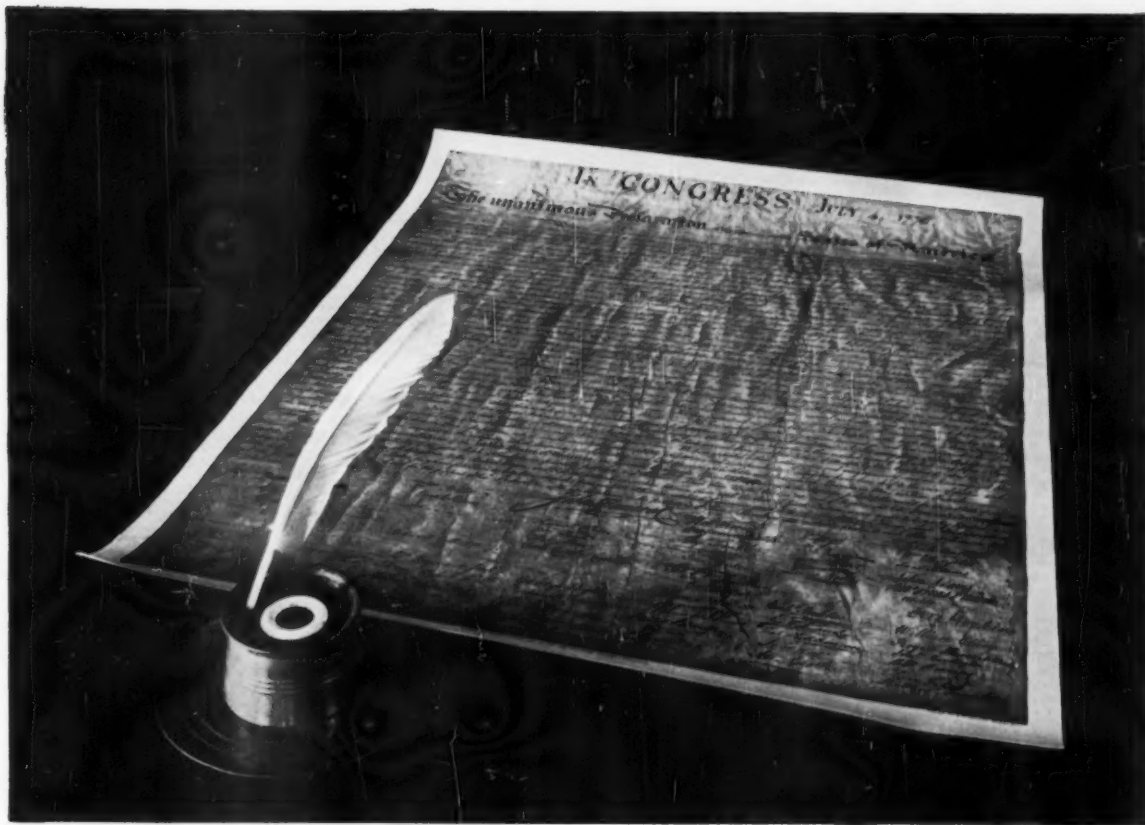
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Center Spread—Machine photography by
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Volume 48

No. 1

October, 1959

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the *Arizona Teacher* encourages reader contributions reserving, however, the right of editing or rejecting. Viewpoint's expressed by authors are their own and not necessarily those of the Association.

The *Arizona Teacher*, official publication of the Arizona Education Association, 3636 North 15th Avenue, Phoenix, Arizona, is published October, December, March, May. Subscription price \$1.50 per year, single copy 40c. Advertising rates furnished upon request.

Publication office, 3636 North 15th Avenue, Phoenix, Arizona.

Approved for entry as second class matter at the postoffice at Phoenix, Arizona under the Act of Congress, March 3, 1879.

National Advertising Representative — State Teachers Magazines, Inc., 307 North Michigan Avenue, Chicago, Illinois.

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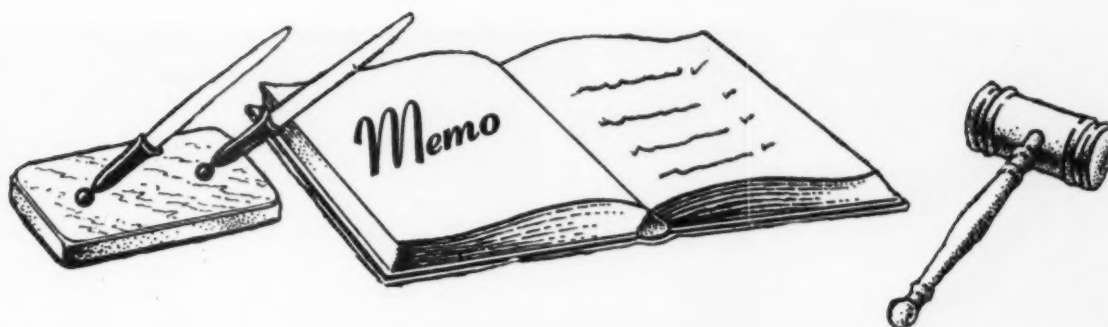
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From The President's Desk—

Plans For The Year

Addressing the last session of the Leaders Conference in Flagstaff on August 20, Miss Urquides said, "During the past few days your Executive Committee and Committee Chairman have talked with you about the program of action which the AEA plans to carry out this year. Its success will depend upon your participation.

1. An important action for the Commission on Teacher Education and Professional Standards will be the state TEPS meeting patterned after recent NEA-sponsored conferences in order to help Arizona's organized profession work out problems in the area of teacher education and professional standards. Certainly, we as teachers, do not want salary schedules based on the subjectivity of merit rating; however, we must recognize the merit of actively improving our own professional competence and the quality of teaching.
2. **In the field of Public Relations**—We will be watching a series of regional meetings at which we present to leading citizens of our communities the program of the local organization, Arizona Education Association and the National Education Association. It is our hope that these meetings will produce better understanding of our motives, our problems and our attempts to seek solutions to these problems in order to assure good education for our children. You will be watching on billboards along the highways of our State, the Arizona Education Association's call for all our citizens to join in the support of education for the security of our future.
3. You have heard your Legislative Committee chairman and some committee members discuss legislative needs and possible action in the fields of minimum essentials, textbooks, retirement and state lands. The long standing legislative policies of the AEA based on real need and continued research, will be extended, and effective action sought.

4. Your Ethics Committee has already been hard at work seeking ways in which we can strengthen rather than destroy by unethical criticism of it and its individual members this profession of ours on which so much of our American way of life depends.
5. Believing that the time is at hand when teachers must move more aggressively to improve curriculum as well as professional attractions of teachings, this year a new committee in the area of curriculum will be appointed. (Note—This committee has now been appointed and its work started.) In view of recent interest in the Conant report, the first efforts of this committee will be centered around secondary education. Future Executive Committees may wish to consider extending the work of such a group into other instructional levels. As you know, several states include standing commissions on curriculum within their organizational pattern of study and research.

Your many other committees and commissions—and certainly your Salary Committee—working on the varied important problems affecting teachers will be giving thoughtful and active effort to your AEA program. An active professional program, such as the one outlined at this conference **must** be accomplished, because the process of attempting **goals** which are soundly based on right principles, is not only a means but an end, the end being well prepared professional teachers who can produce wisdom and progress. I know this is almost a cliché unless it is accepted as a personal and professional responsibility of each teacher. What we do here and now and this year as individuals and as a group on important issues, basic to our profession, and to the improvement of education, will determine the worth of ourselves and our program. Carlos Romulo speaking at the concluding banquet of WCOTP, stirred a large audience when he pointed out that in 1901 eighty teachers were sent to the Philippines to teach about freedom and

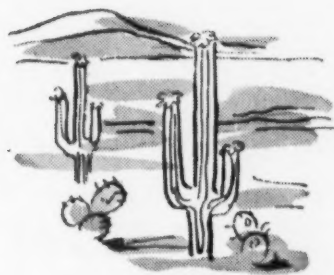
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1885
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THE UNIVERSITY
years of service
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Editorially Speaking



The Change That Refreshes

A change in teaching assignments from time to time can't help but be good for us. For one thing, it forces us out of the rut into which most of us fall when we travel the same old road year after year. If we get a different subject to teach or a different age group to challenge us, we find ourselves refreshed by the change, even though it means more work in preparation, in study, and in learning things about young people.

Not the least of the advantages that such a change can bring is the one that gives us a new look at ourselves. For it naturally follows that when you try out something new, you're going to have eye and ear a little more alert for the effects of what you're doing, for the response from the students. Not only does this apply to your subject matter and to your classroom techniques; it applies also to your personality.

Introduction To New Students

Especially when you are introduced to students of a different grade level do you find yourself examining the effects your own person may produce. You may be moved to consider what sort of mannerisms you have accumulated and have been getting by with — those little crotchets and idiosyncrasies which are peculiar to all of us as individuals but which we hope aren't so individual as to mark us as peculiar. You wonder if your favorite jokes will go over, as you fondly hope they have in the past with students of a different age. Can you be quite as free and easy with this new group, or more so or

less? How are they going to take your accustomed degree of firmness or lack of it? You are resigned to the fact that you can never be fully in the know, but are you aware of some of the enthusiasms, the idols, the passions, the fads, the extravagances of this particular age group?

Things To Wonder About

There are a thousand things to wonder about as you approach your new charges, and you may be sure they'll keep you ever astonished and bewildered — for a year, at least. And that's really to be expected, isn't it, that you'll see different things in children of different ages? The interesting point, however, is that you'll see different things about yourself.

Here you've been going along for a number of years teaching high school seniors. This year you are given a couple of classes of freshmen. Of course, right away the obvious physical differences are remarkable enough for wonder, and you know, too, that you are in for a series of revelations on the development of mental and social maturity. Sure there'll be plenty to learn anew about them. But the very first day, a little incident sets you to pondering about yourself.

As the class is getting organized with all the beginning procedures, an intelligent looking little girl suddenly asks, "Do you allow gum chewing?"

Suddenly You Realize

Well, all of a sudden you realize it's been years since anybody has asked whether students could chew gum or not. Although, personally,

the habit, as usually practiced, is slightly abhorrent to you, you had never done much about it except to remind students attempting to give oral reports and speeches that a wad of gum in the mouth is objectionable and an impediment to a successful delivery. You realize that in grade schools gum chewing is a problem and a contentious issue. Also, it is suddenly made clear to you that at this very moment you are going to be tested and assessed, weighed, compared, and found to be — well what? At the same time, the word "allow" sounds with new meaning again in your ear. Do you, you think, really have the power to "allow" or "not allow" something in the lives of these children?

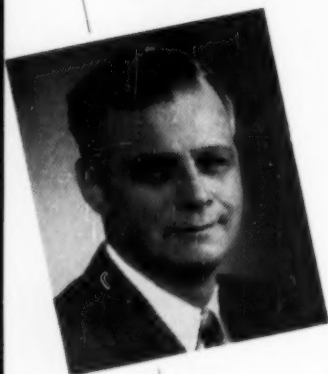
Something To Think About

You have come, now, to one of those rare moments in your life when you wonder at human life itself. Of course, there isn't time right then and there in the midst of a class of eager looking little freshmen to do much thinking about it, but the question, the moment, the word "allow" and all it means comes back to you later when you have more time for reflection. You've got something to think about now, and you yourself are included in it. You're thinking about yourself and yourself in relation to others. A little of that kind of thinking shouldn't do any harm. That's one reason why a change in teaching assignments can't help but be good for you — if it can make you think.

By John Raymond, Teacher Camelback High, Phoenix, and member AEA Editorial Board.

To the teachers of Arizona:

Congratulations are due your state for the fine gain in membership in the National Education Association achieved last year. Such progress unifies our profession for more effective work in the future.



The gain of 10 percent made in your state last year puts it among the leaders in improving support for our profession. This effective effort by state and local leaders and members in support of NEA is greatly appreciated.

Were you an NEA member last year? If you were with so many of the other teachers of Arizona, then you have had the satisfaction of helping to advance and unify your profession.

This year I know you will want to support your local, state, and national organizations in their work of improving your welfare as a teacher. I hope, too, that you will encourage a fellow teacher who may not yet be a member to join the team this fall.

Best wishes for an outstanding year in 1959-60.

Sincerely,

William G. Carr

William G. Carr
Executive Secretary
National Education Association

YOUR PROFESSION

YOUR PROFESSIONAL ORGANIZATIONS AEA-NEA & LOCAL

YOUR PROFESSIONAL HEADQUARTERS

YOUR ARIZONA EDUCATION ASSOCIATION

- **Largest profession in Arizona**—more than 11,000 teachers and administrators
- **Your profession is characterized by:**
 - Service to the needs of its members as well as to needs of the public
 - Its influence on public policy
 - Competence in its membership
 - A body of specialized knowledge
 - Ethical standards
 - Group solidarity
- **Opportunities for professional service to fellowmen, continued learning, advancement, and friendly contacts with people doing important work**
- **Working to improve Arizona education:**
 - 10 year effort for increased school finance and an equalization program (partially achieved)
 - Constant vigilance to maintain high state certification
 - Continued effort to improve curriculum, textbook selection, and all details of education
- **Working to improve professional status:**
 - Professional standards movement (TEPS)
 - AEA Professional Ethics Commission
 - Workshops, conferences, conventions, for professional exchange; growth and advance, social contacts
 - Public Relations
 - Continuing contact with all groups interested in education
- **Working to improve economic status:**
 - Counselling of locals in salary information and research
 - Tax deductions comparable to other professions
 - A comprehensive insurance program at substantial percentage below commercial coverage (cost of total annual dues may be saved on automobile coverage alone)
 - AEA Committees now exploring other fringe benefits available in other professions
- **Working to improve legal status:**
 - Excellent teacher tenure law and bolstering Supreme Court decisions already achieved
 - In addition, leave of absence statute, teacher exchange, and other measures enacted
 - Defense Commission ready to render legal assistance in contract and other problems
 - AEA-NEA Committees pursuing measures to strengthen the legal status of the education profession
 - Free legal counsel to members on contracts and professional problems
- **Education center for more than 9,100 AEA members**
- **Full time staff of 15 to provide personal attention to your professional problems**
- **Facilities for professional study and meetings**
- **Clearing house for professional contacts at all levels**

Membership materials have been sent to your Local Education Association. For more information, or an enrolment form, see your local membership representative or write to your AEA Headquarters;

3636 No. 15th Avenue
Phoenix, Arizona



Peripheral Schools

Bordertown Dormitory Program of the Bureau of Indian Affairs Aids the Navajo

*By Anne Beasley,
School Superintendent
Bordertown Dormitories*

For the past four years it has been my privilege to have been a part of what I consider to be the finest education program of the Bureau of Indian Affairs. I am the School Superintendent of the Bordertown Dormitories, located in Snowflake, Holbrook, Winslow, and Flagstaff, Arizona; Aztec and Gallup, New Mexico; and Richfield, Utah. My office is in Winslow, Arizona, where I have bought a home. It is indeed quite a large territory to cover but the work involved in administering this part of Navajo education has been richly rewarding.

After his appointment in 1953, as Commissioner of Indian Affairs,

Glenn L. Emmons of Gallup, New Mexico, a banker and a close friend of the Navajo people, undertook the problem of getting all out-of-school Navajo children into classrooms. One of the programs evolved in this plan has come to be known as the Bordertown or Peripheral Program. Under this plan, Bureau officials selected towns on the periphery of the reservation and talked to local school boards and townspeople. As a result, contracts were entered into with local school boards whereby a certain number of Navajo children would be educated in the public schools, in classes with all other children. In no case was there to be more than 35% Navajo pupils in

are of Indian blood. The principals and teacher-advisors are professional education people who are equipped to do outstanding jobs to help these boys and girls.

Enrollment in the various dormitories for September, 1959, was as follows:

Aztec, New Mexico	120
Emmons-Winslow, Ariz	300
Flagstaff, Arizona	300
Gallup, New Mexico	500
Holbrook, Arizona	420
Richfield, Utah	125
Snowflake, Arizona	120

Enrollment

The program has been in operation for five years and the boys



Bordertown Dormitory at Flagstaff

a grade, and the children were to be no more than one year over age for their grade.

The Bureau of Indian Affairs allotted \$1000 per child for construction purposes to provide classroom space for the extra children. It pays to the school districts the complete per capita cost for the education of these "out of district" children and, in addition, it pays for the services for which a parent normally would be responsible.

Range in Age

The Bureau of Indian Affairs built and staffed dormitories to house the children, who range in age from six to twenty. In these dormitories, the children receive good food, care and guidance. Health service is provided by the U. S. Public Health Department and the Navajo Tribe buys their school clothing. The largest percentage of the dormitory employees

and girls are making great strides forward under this plan of integrated education. Since most of the children entered at grades three, four and five, there have been very few seniors as yet. However, they are winning honors along with other boys and girls. Three have gone to Boys' and Girls' State; one has been her high school class salutatorian, and a member of National

Turn to Page 31

Mrs. Beasley is a graduate of the University of Wyoming and came to Arizona from Washington, D. C. She is the mother of two daughters; Barbara Ross Hill, who is a senior at Arizona State University, and Mrs. Harry Charles Sager, wife of a petroleum engineer in Powell, Wyoming, and a grandmother to three-year old, Anne Elizabeth Sager. Mother and both daughters are members of Chi Omega sorority.



Arizona Teacher

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Do you have sufficient military guidance materials on file? If not, please clip and mail the coupon. Request as many copies of each free booklet as you think you'll need. Your order will be filled promptly.



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THE ADJUTANT GENERAL

Dept. of the Army

Washington 25, D. C.

ATTN: AGSN

STM 10-59

Please send me the following booklets. In the box next to each title, I have indicated the number of copies I need.

☐ **THE SECRET OF GETTING AHEAD.** New 48-page booklet describing Army educational opportunities open to high school graduates only.

☐ **MEET THE MODERN ARMY.** New booklet showing how to day's Army is truly modern.

☐ **WHAT ARE YOUR SON'S CHANCES OF MAKING GOOD?** 12-page booklet for parents describing their son's opportunities in today's Army.

☐ **THIS IS HOW IT IS.** Factual preview of a young man's first few months in the Army.

☐ **MILITARY GUIDANCE IN SECONDARY SCHOOLS.** Recently up-dated military orientation reference manual for guidance counselors and teachers.

☐ **ARMY OCCUPATIONS AND YOU.** A comprehensive reference handbook explaining Army job training opportunities. For teachers and guidance counselors.

MOTION PICTURES: The Army has several excellent films available for showing to students or community groups. Each dramatically portrays the problems of a high school youth about to enter the service. Want more information? Please check this box. ☐

NAME _____

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Harry Golden

Author of the best sellers "Only In America" and "For 2c Plain", Harry Golden, editor of THE CAROLINA ISRAELITE, will address both General Sessions on Friday, November 6.

Formerly Commissioner of Education for the state of Connecticut, Finis Engleman, now the Executive Secretary for the American Association of School Administrators, will speak at the banquet at Davis Manhattan Field.

Finis Engleman



*... Now join your hands and
with your hands
your hearts.*

— King Henry VI

—The Convention

University of Arizona,

With a theme from Shakespeare's King Henry VI, a tent for registration and exhibits, and an author of two "best sellers" for a keynote speaker, the 68th Annual AEA Convention promises to be unique from early registration to the last allied group meeting.

Departing from the traditional pattern, the convention planners recognized three points of general agreement:

1. People prefer a central location for a convention.
2. People want a comfortable place for general meetings.
3. People need to take a look at the profession as a whole and to recognize that every grade and every department (English, Art, Physical Education) has something to offer every other grade—all must be concerned with everything the child does at all levels of learning.

Plans based upon these points of agreement call for a General Session in the University Auditorium both morning and afternoon, Friday, November 6. The morning General Session with Harry Golden as keynote speaker will be attended by members of secondary schools and those from the institutions of higher learning. At the same time primary, junior high and

*Even Conventions Must Resort
To Double Sessions*

Unique

Tucson, Arizona, November 6 & 7

higher education will attend group meetings in smaller auditoriums. In the afternoon, this program will be reversed. Mr. Golden will repeat his keynote address and at the same time the secondary, intermediate and special education people will meet in their group meetings. The group meetings will be devoted to panel presentation (many of you have been asked to serve).

Friday evening, November 6, in keeping with the theme, "Now join your hands and with your hands your hearts," a joint classroom teacher-administrator dinner will be held in the Officers' Club of Davis Monthan Field. Dr. Finis Engleman, Executive Secre-

tary of the American Association of School Administrators, will speak. Dr. Engelman not only has a splendid educational background but is an after dinner speaker of note.

Following the dinner there will be a dance in the ballroom of the Pioneer Hotel to which all conventioners will be guests of the management.

The Saturday morning, November 7, program will follow much the same pattern as in the past with the entire time being given to the allied groups for their meetings—demonstrations and discussions.

Registration and Exhibit Tent



Some
helps for

Teaching the Average Child

By Mollie Gonick



How does one teach the average child? This question needs thoughtful consideration since more and more educational literature is replete with material on teaching the slow learner and the gifted. In any regular class, the average child always outnumbers the others.

Who are the average children and how do we recognize them? Most schools use the scores of standardized tests plus teachers' judgments to classify children. The bracket in which the average child falls is set by the IQ scores of 90-110.

When one gets to know these children, he finds they vary greatly in ability, drive, and interest in school work. To be successful with these children, one must face the fact that the harder it is for the teacher to teach, the easier it is for the children to learn. By that I mean, the better the teacher's preparation of the lesson—the easier the grasp of concepts by the child. The more the teacher studies, the more he takes into account the capacities of his pupils, thus, making it easier for them to learn.

Teacher's Task

To learn, the children must be free from the distraction of external influences such as noise, or internal

influences such as distressed feelings. If the child comes to school without breakfast, sleepy after watching a late television program, distraught after a tussle with his mother or a fight on the playground, his thoughts are not with the lesson. He is not ready to listen or to open his mind to study. The teacher's task then is to create an atmosphere in which the child will feel free to express his feelings and shake off these interferences.

How can this be done? The first period in the morning may be devoted to a sharing or a telling time. This is especially important on Monday morning. Some teachers feel that such incidents should be repressed, that children should settle down quickly and quietly to the business of learning. Unfortunately, if not appropriately expressed, feelings have a way of intruding at inappropriate times and in the "most mysterious actions" (lip noises, pencil tapping, feet scraping, day dreaming). I have found that allowing time for expression actually cuts down the time necessary to approach the threshold of learning. The doors to the mind open more easily when the atmosphere has been cleared by the appropriate expression of interfering feelings. This

may be handled sometimes by an "acting out" of the disturbance. Class discussion of the incident is an educative process which results in a better understanding of the ways in which people relate to one another.

The Lesson Begins

When the learning atmosphere is established, the lesson begins. A provocative introduction will motivate and catch the interest of the class. Arithmetic, for example: The point of this particular lesson is how to estimate the cost of one item which is advertised at a price for three or more. Show the class several grocery market advertisements—each ad displays cans of fruit juice—one specifies 3 cans for 89c, another 4 cans for 99c. Which store sells for the lower price?

Involved in solving that problem is a method of rounding out numbers—89 to 90—99 to 100, and then the division of the amount by the

Mrs. Gonick, a graduate of Arizona State University, is a 5th grade teacher in the Madison School District, Phoenix, Arizona. Her husband is an instructor in Phoenix College.



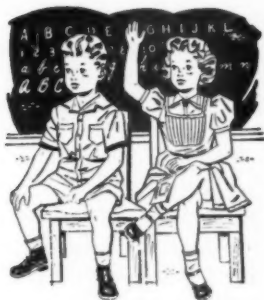
Arizona Teacher

number of items to find the cost of one.

Yes, the boys and girls become interested because this is a problem which they will meet or have met in purchasing food for the family or in preparing for a party.

Motivation first — then understanding the problem makes for a correct solution. If answers are incorrect, they may need more practice in division facts. We may take one step forward and then one step back to continue progress in learning. Progress is steady when drill is added to motivation and interest.

The teacher is aware that not all of the children who attend school have the same interest in schoolwork, nor do they have the same drive to master the material. Whether the reason is the lack of interest at home or past unsuccessful school experiences, the present situation is one which must bring the pupil recognition from both his teacher and his classmates that he is worthwhile for what he can accomplish.



Children Need Recognition

All children must have a feeling of satisfaction about school, because that is his life at the present time. His particular achievements must be useful and gratifying. Otherwise, he becomes a nuisance to himself and to others.

His day-to-day activities must be meaningful, because long range goals are not yet recognized as crucial by young children. Though children want to do what grown-ups

do, holding up adult standards to young children tends to stultify and inhibit their achievement. Adults, however, can be brought into the classroom as resource people to relate their experiences or to explain a special project. They help the teacher do his work better. For instance, when we were studying the heart, a doctor, the father of one of the girls in our class, was invited to school to answer the children's questions. This session certainly gave more meaning to the words in the textbook.

Motivation To Learn

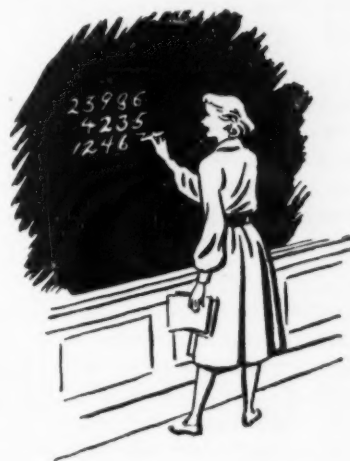
Motivation to learn is also sparked by study trips to community factories and plants. How much there is to talk about and write about after a carefully planned trip! And what class spirit is fostered by doing these things in a group! The children, many of whom have never visited the places where their own fathers work, observe the way adults make a living and form their own conclusions about the kind of work they might like to engage in themselves. Average children need all the opportunities possible to know the real world and to determine their part in it.

School children are a captive audience. Up to a certain age, they are required by law to attend school. Whether they want to attend or not is a different matter. Parents know that young children sometimes have "morning sickness." Just before school, the child will complain of a stomach upset, headache, or some other illness. This child will stay home. In his own way he is saying that school makes him sick. Something in the school situation is upsetting him. With the help of the parent, the teacher can discover the cause of the complaint and remedy the situation. Whenever the child is away from school, he is missing an opportunity to learn. It is hard to catch up after many absences.

Show Him How To Study

Another way to help the child is to show him how to study. Recently, it was shown by research, that children who are successful in

school have good study skills. Children find it too hard to wade through heavy reference material or histories to pick out the significant points to remember. After a lesson has been introduced, it helps to have a set of study questions or an outline prepared to enable the class to sift the significant facts from their reading. Class discussion clarifies and keeps open the lines of communication between the teacher and the child. Thoughtful questions and



answers can be provoked and misconception corrected. Materials presented in a hurried fashion and questions that remain unanswered are frustrating to learning. Children's questions about what they wish to know are sometimes a good beginning for a lesson. These study questions can also be a good basis for a written review. There is less copying on tests when the material is better understood.

Change in IQ

It has always been a source of interest to me to note the changes that occur in IQ scores over a period of time. The reasons for this are manifold. Is it that the child feels more comfortable in taking the test? Does he like the tester better or has he had more experience with tests? Whatever the reason, many children, even average ones, improve their scores. They do so much better, that one wonders about the categorizing of children into groups. Children learn not only from the teacher, but also from each other.

A Potpourri of This and That

**By Dix W. Price, AEA
Executive Secretary
and General Counsel**

This is a land-mark occasion around the AEA! Not only do we now change the *Arizona Teacher* from a "pocket" to a "ladies purse" size magazine, but there are other dramatic items of progress to report.

In changing to the larger magazine, the AEA responds to making more uniform the various state association publications. With the large page, we can present more material of interest to our readers and such conforms to national advertising formats. Such a conversion is no small task. I commend the diligent work of Nell Wilcoxon, Editor, and our Editorial Board for their hard work in this project.

Other highlights of the summer of vital AEA significance are these developments—

Field Secretary

The employment of Harold Henson as our new AEA Field Secretary and his ardent commencement of his work that has already taken him to many local associations with the AEA-NEA membership story. This provides a new program of active contact with our local associations.

The vitalizing of our AEA Insurance Program, marked by the establishment of a Horace Mann Insurance Company office at our HQ, means an AEA-centered program extending free "On-the-Job" liability to each member (\$10,000 policy paid for by AEA), extended life coverage (over and above our GrouPlan), and automobile coverage at 40%

under commercial rates. Together with improved rates and other changes in our GrouPlan coverage with Occidental Life, this gives us one of the best insurance programs of all state associations, and, *new* coverages are yet to come.

In early July, some 50 AEA and local delegates participated in the annual NEA Convention at St. Louis. Led by our President, Maria Urquides, several of our members had key spots in group discussions and workshops. We had some 4 meetings and dinners together as a delegation and enjoyed unusual fellowship. Best of all, we heard Dr. Karl Berns, NEA Assistant Exec. Secy., report to the Convention that the AEA led the nation in the greatest percentage of possible increase of new members for 1958-59.

Our AEA Leaders Conference in Flagstaff seemed to reach a new high in participation and quality of group discussion — bringing together the point of view of the association leader, those who are our friends in the community (Wade Church, Attorney General, and Arvid Gandrud, Exec. Secy. of the School Board Association) and local association delegates.

This, however, is the immediate past — and merely a "prologue" to the future. Key events and projects looming upon the horizon are:

A Special Statewide AEA Tri-Conference — on October 17th at the Phoenix HiWay House bringing together the important areas of TEPs, legislation and insurance in a two-session (2 hours each) meeting. The AEA

will be host for lunch for local leaders in these fields. (Salary chairmen will meet in January after the NEA Conference on the subject).

Billboard Program

A statewide billboard program in which full size billboards will herald a good public interest theme and picture ("support your schools, etc.") bearing the name of the AEA.

A series of regional Community Education Dinners with local and state education and civic leaders — planned by the local associations and sponsored by the AEA and the NEA.

A legislative program that will stress and push the AEA proposals of multiple textbooks selection at the board level, state retention of oil and mineral rights in the sale of state lands, and the restoration of prior service credit upon retirement.

A concerted effort for increased salaries for certificated education personnel, a cogent opposition of improvised merit rating schemes; a constant vigilance for improved certification requirements; Federal participation in education responsibility (*Murray-Metcalf* Non-Federal Control proposal); and a careful Defense Commission effort against unwarranted administrator dismissals and violations of the Tenure Law.

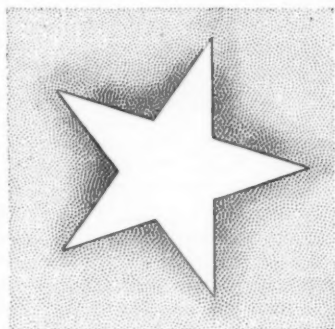
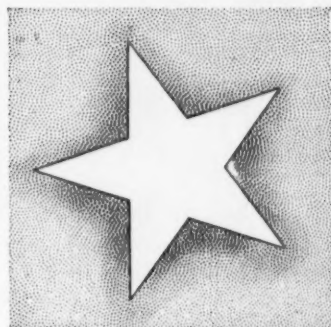
These "forecasts" constitute a covenant of support from your President, Executive and other committees, and your AEA Staff. The die is cast. With your support and a 10,000 membership year, we will move towards the fulfillment of these hopes and aspirations.

Three Music Musts

THE GIRLS' BOOK

PITTS • GLENN • WATTERS • WERSEN

This is a tune-filled collection of sparkling songs for high-school girls to sing. There are thirty selections, carefully chosen from the easy-to-medium field. Included are "My Wild Irish Rose" and "Kentucky Babe" especially arranged for close harmony singing. The book is paper-bound—light and easy to hold. Write for circular #588 for complete information.



PARTNER SONGS

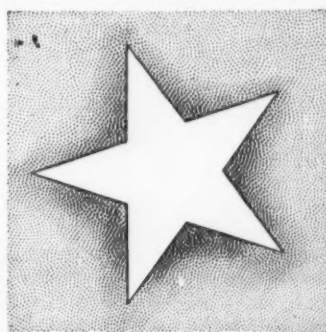
FREDERICK BECKMAN

Here is something different to set off any concert or assembly program. You will find these uniquely arranged songs irresistibly entertaining. Each arrangement consists of TWO familiar songs! There are seventeen such couples all together. Write us for circular #31 for a complete listing of the songs.

CONCERT TIME

SOLVEIG D. PREUS

From around the world come these songs for high-school choruses to sing in concert or school programs. The twelve songs are for unchanged, changing, and changed voices and are arranged in two-, three-, and four-part harmony. Throughout the book, each voice part is given strong, independent, melodic character. Ask for circular #389 which gives you further details about this outstanding collection.



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Dix W. Price



Virginia Sanderson



"Pat"

Minds and Machines That

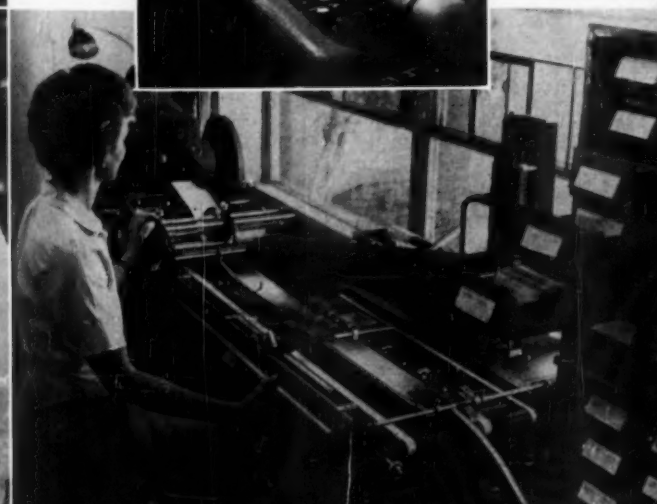
Mail arriving — phones ringing — machines whirring — visitors coming and going! Into this hive of AEA Headquarters activity walked a photographer. Fascinated by all of this action, he recorded what he saw as he moved about the building.

Upper left 1-2-3-4-letters opened and sorted. Dictation started on the audograph. A letter transcribed on a stencil and rushed to the mimeograph. Finished letters evened in the jogger, put thru the folding machine and ready for the envelopes.

In the Membership Department (Lower left and left center), our recorder watched membership lists checked, tallied and processed. Then followed them to the graphotype machine where addressograph plates were made for new members and changes made for old members. Our observer was amazed when he ruffled thru some 10,000 plates in the cabinets as the machine operator readied the automatic addressograph (capacity 3,000 per hour) for addressing envelopes.



Dix W. Price, E.
Counsel.
Nell Wilcoxon.
Harold Henson.
Olwen "Pat" Fr.
George Rathjen.
Eileen Youtz, M.
Ruth Maynard.
Lillian Dezzany.
Elsie Baker, Ins.
Jeanette Littlelie.
Oleta Sanderson.
Virginia Sanderson.
Suzon Small, M.
Pauline Poage.





ley

Ruth Maynard

Harold Henson

erve You

Photographer Visits AEA Headquarters

Stepping into the Research Department (upper right 1-2-3), our photographer was nearly lost in a maze of calculator tape as the research assistant concluded a project. In another spot he saw the pages of a research project being assembled in the collator, stapled and made ready for the mailing machine.

Back in the main office (bottom right center), our recorder found teachers asking for insurance information and watched copies of important papers being made on the photostat machine while the teacher waited.

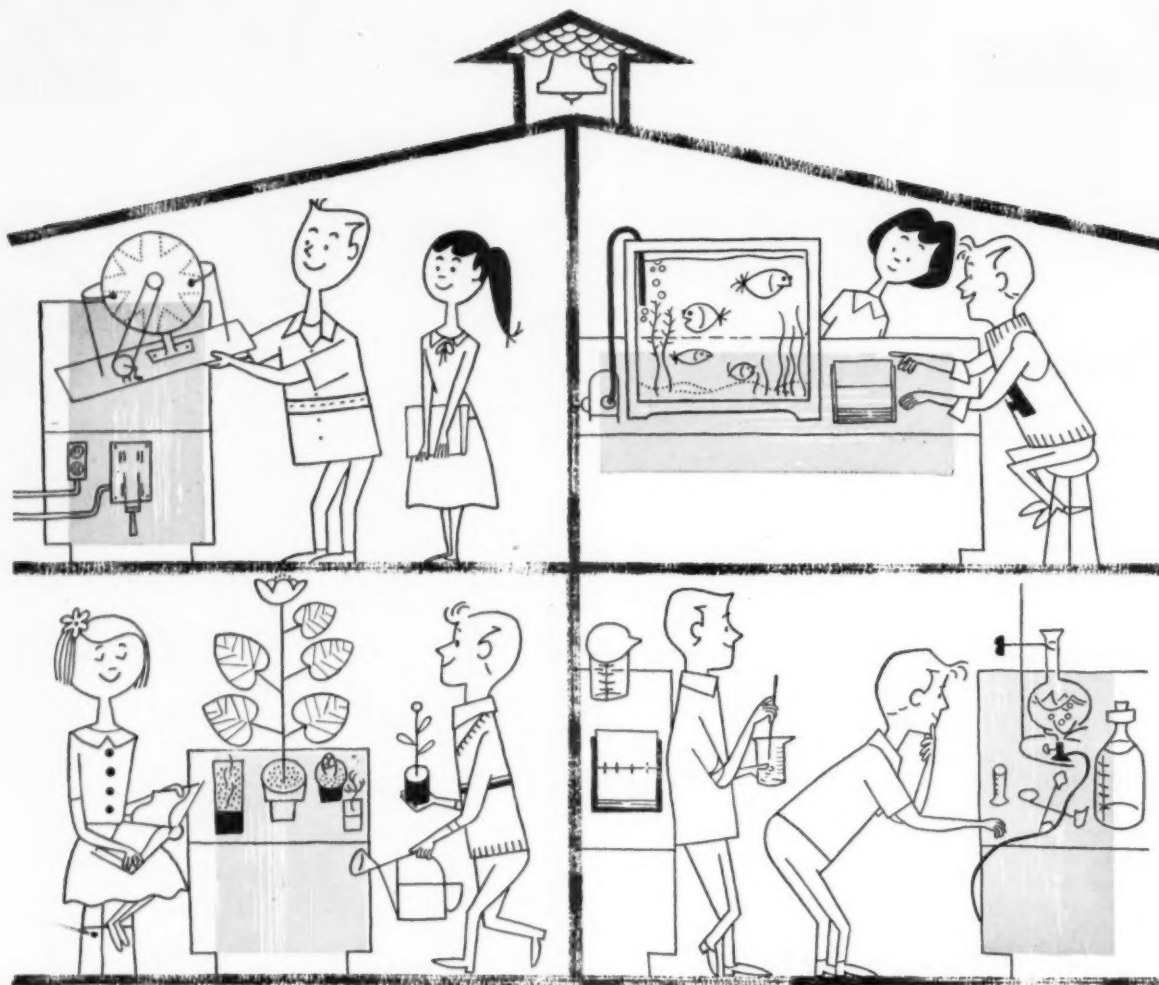
All during the tour, phone calls (right) were pouring in on all three lines — questions — questions — questions — each directed to the proper department for answers.

And — finally our good friend observed the bookkeeper (lower right corner) running the financial records through the bookkeeping machine and making out the checks to pay the AEA bills — even that of our photographer from whom we purchased these pictures.

e Secretary and General

ant Executive Secretary.
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Recent Surveys Indicate That The
Teacher Shortage Is Still With Us. Why?

Devouring The Seed Corn

William J. Ellena, Assistant Executive
Secretary, American Association
of School Administrators

WANTED: Professional baby sitter, must have college degree, be trustworthy, loyal, honest, able to instill high ideals. (No spanking privileges.) Salary: 10c per hour.

Humorous? Why sure it is. No one in his right mind would work for that salary — particularly a college graduate. Why even teachers make more money than that. Or do they? Hmm . . .

Let's see now . . . If a teacher received \$.10 per child per hour and if he had 40 pupils in his class (certainly not uncommon), he would receive a salary of \$4.00 per hour. Now let's see . . . if he worked seven hours a day, his daily salary would total \$28.00. Say, this would mean an annual salary of approximately \$5,040. . . . or \$265 more than the average classroom teacher's salary in the United States during the 1958-1959 school year. And the job referred to in the want ad does not even require the applicant to teach!

But these figures were computed on the basis of only \$.10 per hour per child. What if teachers were paid the current baby sitting rates? Let's check. I mean actually figure . . . real everyday arithmetic.

\$.50 per hour per "baby"

If a teacher received \$.50 per hour per "baby" (this seems to be about the going rate in many communities) for the time he spends in school (not including P.T.A. meetings, preparing lesson plans, marking papers, trying to decide what to do with Jimmie tomorrow, etc.),

his daily income would be (\$.50 x 40 children x 7 hours) \$140. For the regular school year of 180-185 days he would earn \$25,200-\$25,900.

Clearly we cannot afford to pay our teachers as well as our baby sitters — I mean, AFTER ALL! But it is also clear that teachers are the best "baby sitting" bargain on the market today.

Now quite obviously a baby sitter is not paid on the basis of so much per child per hour. A typical baby sitter might be called upon to sit with one child for an evening—or might conceivably have five young charges, at the rate of \$.50 per hour. The "maximum" number naturally averages out to \$.10 per child per hour. What's more the sitter demands (and usually gets) television rights, snack rights, and other fringe benefits. It's an interesting profession. But you say, what about our teachers? Well, for their stint of taking care of some 40 young charges, instilling some facts and figures into their minds, and developing their capacities to the fullest, the average classroom teachers in the United States in 1958-59 received the munificent sum of about **\$.10 per child per hour!** Minus, of course, TV rights and snack privileges. Sounds like the world's greatest bargain to harassed housewives and mothers.

But teaching offers some other rewards—self satisfaction, a service to mankind, a chance to mold the citizens of the future. At least everyone says it does. Money isn't the real important thing—we keep telling ourselves. Yet, that plain old arithmetic, that baby sitting story keeps ringing in our ears.

We often hear the cry (usually from confused citizens and tired taxpayers) that, "We can't afford more taxes—education is already draining our pockets." Now let's take an honest look. Let's check our statistics.

Just how much does public education cost the typical taxpayer in the United States? Do you have a good hold on your chair? The price per child is one that even a "bargain" baby sitter would be apt to turn down—\$.37 per hour! This amount represents the total hourly per pupil cost of public education in America, counting everything from teachers' salaries, new buildings, interest rates, books, and on to the smoke going up the incinerator chimney. These figures are derived from the "Estimates of School Statistics, 1958-59" published by the National Education Association, which shows that a total of \$403 was spent yearly for each child in the public schools of the United States. Dividing this by the number of school days and hours produces a per hour cost of approximately \$.37.

Lord Macaulay, in his famous bitter letter to an American friend,

From Preceding Page

H. S. Randall, predicted that this nation could not long endure. He wrote: "I seriously apprehend that you will, in some such season of adversity as I have described, do things which will prevent prosperity from returning; that you will be like people who should, in a year of scarcity, devour all their seed corn, and thus make the next year a year not of scarcity but of absolute famine."

We may well take warning from Macaulay's analogy of "devouring the seed corn." For his comments seem somehow peculiarly applicable to our educational system as it now exists.

Today, financing public education in America is not a matter of lack of resources. It is a matter of policy! We have, for too many years, permitted industry and business to drain off at will our best teachers, to "devour our seed corn," by the simple expedient of paying a respectable salary for services rendered. Experience has clearly indicated that adequate salaries will **attract** and **hold** competent teachers.

Adequate Salary

What is an adequate salary for teachers in today's schools? A defensible teachers' salary schedule should advocate minimum beginning salaries of \$6,000 for teachers with the bachelor's degree; with annual increments large enough to double the beginning salary within 10 years; and with top salaries of \$13,000 and above for additional years of preparation and experience.

Failure to provide a salary schedule that will enable the teaching profession to compete realistically with other occupations will result in our "seed corn" (the crops of qualified and competent teachers) being devoured by the maw of industry and business.

In the midst of a national manpower shortage, we can no longer afford to lose teachers because of apathy, civic incompetence or ignorance.

Students Encouraged In The Profession By

AEA Scholarships

Since its organization, the Arizona Education Association has worked diligently to save the Arizona's professional "seed corn."

The state's rapid growth and public apathy have made this task difficult. But always there has been the challenge of the earnest young people who want to teach.

This challenge has resulted in the establishment by the AEA of six yearly \$350 scholarships—two for each of the institutions of higher learning. The Association takes pleasure in presenting the six recipients for 1959.

This year Arizona State College at Flagstaff selected Sandra Ann Davies and Glenn Olmstead for this honor.

Sandra, a native of Miami, Arizona, is majoring in elementary education and has a long list of honors to her credit. Glenn, a Winslowite, will graduate next spring with a B.S. Degree in Education. He was the winner of the Danforth Foundation Award upon his graduation from the Winslow High School.



Olmstead



Davies

The University of Arizona named two of its outstanding young men, Lee Elder and Ronald Gallimore. Lee is now state president of the Arizona Student NEA and Ronald has been an outstanding student in the School of Education.

All six recipients have met the requirements of interest, ability and need as set up by the past scholarship committees. The AEA congratulates the promising young people and wishes them success in their chosen fields of teaching.



Thraen



Petica

Arizona State University at Tempe chose Cheryl Thraen and Ronald H. Petica. Cheryl, a Miami girl, is majoring in Business Education and minoring in English. She plans to begin her teaching career in 1961. Ronald's field is elementary education. He is now working part time in a bank to help him through university.



Gallimore



Elder

Recommended Degree Requirements

A joint committee of the NEA and the National Congress of Parents and Teachers has issued a statement calling for four and five-year degree requirements for beginning and professional teachers. It has urged the NEA to extend its platform goal of four years to include a fifth year for professionally certificated teachers, thus regarding four years of preparation the minimum for a beginning teacher and a fifth year of collegiate work for a "professionally certificated teacher."

We wonder if any of our readers have seen the California Education Association's new state headquarters building at Burlingame. It's worth driving over to see. It's the latest and tastiest in design, modernistic but modest. It must have at least ten acres of glass—windows, walls and doors. During the short hour we were shown about the place, we walked into four glass doors and one window. The woodwork is rich and magnificent. Offices, conference rooms and committee rooms are large and seem to be endless. Everything is roomy, furnishings are mostly new and adequate, and to us it was beautiful. The building is a remarkable blending of art and utility.

AEA Headquarters

A few days after our visit in California we dropped in at the Arizona Education Association's Headquarters out on Fifteenth Avenue in Phoenix. We could hardly squeeze between the chairs, cabinets, machines, desks and tables. Ours is an attractive and well-planned little place, *but* there isn't enough of it for *now*, to say nothing of tomorrow.

Teachers, so we hear, always plan to read over the summer vacation all the books and magazine articles they wished they had read the winter before. We also hear they seldom get down to reading those books and magazine articles because they are too busy reading what they really like to read. Last summer a friend of ours had vowed finally to read "The Nun's Story" but settled for "Lolita" instead. Oh, well, vacations are vacations. They should be.

We read "The Last Days of Hitler," "The Aims of Education" by Alfred North Whitehead and parts of "The History of Nature" and a book by André Gide, the title of which has deserted us.

Whitehead's Views

September bids us to pass along some of Whitehead's views of the aims of education. Whitehead, as everyone probably knows, was a great English mathematician and philosopher who taught and lectured in the United States over a

Visiting

Among Our Neighbors

By Joseph N. Smelser,

Member AEA
Editorial Board

number of years. His book under consideration holds that students are alive and educable; the aim of education is "to stimulate and guide their self-development." The following excerpts from "The Aims of Education" pose problems of which we are all aware. The solutions trouble us all.

"The first intellectual task which confronts the infant is the acquirement of the spoken language. What an appalling task, the correlation of meanings with sounds . . . we all know that the infant does it, and that the miracle of his achievement is explicable. But so are all miracles, and yet to the wise they remain miracles."

Rhythm of Mental Growth

"Life is essentially periodic. It comprises daily periods with their alternations of work and play, of activity and sleep, and seasonal periods which are our terms and our holidays. These are the gross obvious periods which no one can overlook. There are subtler periods of mental growth—lack of attention to the rhythm of mental growth is a main source of wooden futility in education." Whitehead then goes into the three stages or rhythms which are: the stage of romance, the stage of precision and the stage of generalization. The second and third stages are what their names suggest. The word "romance" in the first stage suggests the adventure and excitement which accompanies, or should, the exploration of the new world about us.

"The teacher has a double function. It is for him to elicit the enthusiasm by resonance from his own personality, and to create the environment of a larger knowledge and a firmer purpose. He is there to avoid the waste, which in the lower stages of existence is nature's way of evolution. The ultimate motive power, alike in science, in morality, and in religion, is the sense of value, the sense of importance. It takes the various forms of wonder, of curiosity, of reverence, or worship, of tumultuous desire for merging personality in something beyond itself. This sense of value imposes on life incredible labors, and apart from it, life sinks back into the passivity of its lower types. The most penetrating exhibition of this force is the sense of beauty, the aesthetic sense of realized perfection. This thought leads me to ask, whether in our modern education we emphasize sufficiently the functions of art."

Consideration of Learning

"The justification for a university is that it preserves the connection between knowledge and the zest for life by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts imaginatively. At least, this is the function it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement, arising from imaginative considera-

Turn to Page 31

Long Term Contracts for Administrators

By Jack L. Miller

Men and women who enter the teaching profession and rise by their own record of ability and performance to administrative positions would certainly, it seems to me, be entitled to the same professional security as other teachers. School administrators are, in truth, teachers first of all! Moving from the classroom to the school office does not change this fact, except to increase the teaching responsibility. Whereas, previously, his interests were primarily those of his own classroom and the students he taught, as an administrator his interests are in *every* classroom, *every* pupil, *every* teacher. And yet, who would doubt or question that he is *still* a teacher?

The administrators I have known are people of serious purposes, dedicated to our democratic way of life and concerned that our schools shall develop good and responsible citizens for American democracy. They are people who prefer the teaching profession to any other, otherwise, they would never have reached administration. Does it not seem inconsistent, then, that these who willingly serve the *Cause of Education* should be denied the benefits of the tenure law enjoyed by their colleagues?

I realize that many times administrators become the victims of group and individual prejudices, school board changes, etc. And, although they have done acceptable work, often outstandingly fine, they are, nevertheless, powerless to protect their position. Tenure would correct this situation and provide for school administrators and their families the security they deserve!

I would like to hear more comments on this subject from other members of the profession, particularly administrators.

Note: The question raised by Mr. Miller has long been a matter of vital concern to the AEA Defense

Commission. It has investigated several cases where an "over-night" upheaval has ousted a good administrator and retarded the progress of a district at the whim of a minority community faction or frenzied board action. NEA studies have shown that such has a powerful negative impact on the education quality and the children of the district. The Defense Commission has seriously contemplated legal action, but legal cause is not too certain in many instances. Thus, Mr. Miller's

suggestion of some type of tenure for administrators is timely. As an alternative, thought might be given to rendering more stable the contractual rights of administrators — by a statutory authorization for contracts to exceed four years (as at present) and to enable the contracts of principals (now erroneously thought to be limited to merely *one* year) to be for several years. The principal is actually the forgotten person in this regard — without tenure and limited (by fiction) to a one year contract. We will be pleased to note the response of readers to Mr. Miller's article.

*Dir. W. Price, AEA Executive
Secretary and General Counsel*

"Right Angle", New AEA-NEA Film

REMEMBER the films, "Mike Makes His Mark," "A Desk for Billie," and "Crowded Out?" If you do, you will remember that they were all quality productions, emphasizing important facets of our American education system.

We are now pleased to announce the availability of another film in this NEA-AEA series of public relations films. Entitled "Right Angle," this film portrays a newspaper reporter's rediscovery of the

public schools' unique and vital role in a democracy. It was premiered nationally over television during the week of September 18-25.

If you would like to show this film to your own school and community groups, just address your requests as follows: Arizona Education Association, 3636 N. 15th Ave., Phoenix, Arizona. Reservations should be made early. Many other films are also on call at your AEA Headquarters.

A scene from the new NEA-AEA film "Right Angle."



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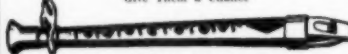
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Notes from

The State Department

Department Changes

Chauncey Coor resigned his position at Agua Fria High School this summer to start working with W. W. "Skipper" Dick in the State Department where he has accepted the position of Director of Secondary Curriculum. Mr. Coor received his AB and MA degrees from Arizona State College. It is his hope that the curriculum departments will be expanded and the State School Office able to extend more services to the schools of Arizona.

Mr. Coor replaced W. W. "Bill" Armstrong who was superintendent of Winslow High School for five years before coming to the State Department of Public Instruction in January, 1959. Bill has gone to Yuma to head the new high school there.

Chauncey and Herb McLure, Director of Elementary Education, are planning big things for Arizona in the line of curriculum development.

Guidance services on the state level will be under the supervision of Dr. Muriel Nelson Gurr, formerly with the Phoenix high schools and recently appointed to work with W. W. "Skipper" Dick in the office of the State Superintendent of Public Instruction. Dr. Gurr has attended the University of Illinois, Western Illinois State University, and received her Ph.D from Northwestern University.

With the resignation of Mr. Delbert R. Jerome to take a position with the federal government, Mr. Wes Townsend, who recently was superintendent of Glendale Union High School District, has accepted the position of Director of Indian Education. Mr. Townsend is a well-known educator and brings warmth and understanding to his job.

"Skipper" Dick said recently, "I don't know how I can be so lucky,

but these last three appointments indicate the State Department is getting the highest caliber of people and you know we can't pay the highest salaries."

Certification

Naming a hurricane by some feminine appellation could be followed in the storm period just now lessening in the division of Certification in the State Superintendent's office. The heaviest load seems to be over and the mopping up has started. To carry the allegory farther, this is a storm that could have been controlled in its velocity, at least, by the individual teacher getting his certification at the end of last year instead of waiting until August of this year.

Mr. Otto S. Shill, Director of Certification, suggests the name of this particular type of hurricane could be "Manana" as that is the cause of the turmoil. Most superintendents urged their continuing teachers last year to get this certificate problem immediately out of the way, but there are always some who wait too late, causing all sorts of trouble in the district, county and state offices.

It seems there is a shortage of teachers particularly in the kindergarten and primary fields. Also, fewer young ladies seem to want to be girls' physical education teachers and there is a need for this teacher far beyond the supply. We urge these positions be given serious consideration by the prospective teachers and also the counselors keep these in mind.

Mr. Shill also would like to point out that his staff has worked day and night to make it possible for every school to start out on time. This voluntary overtime work (even during the Labor Day weekend) helped tremendously in getting the schools off to another year.

The National Retired Teachers Association

(The NEA's Alumni Personnel)

The National Education Association (NEA) covers, in its interests, all teachers from the time when, as young college students, they first announce their desire to prepare for service in the profession, on through the busy days of their active teaching, and on into the period of their inactive status as long as life itself lasts.

The NEA, in the first instance, cherishes and dedicates the candidates and names that initiating group the Future Teachers of America. The group in active service — the big group, the NEA — competently serves in many areas and in all types of responsibility, included in which are varied matters of curriculum, of professional welfare, and of effective public relations.

The membership potential of the third group, the teachers of America in inactive status, is every person of the NEA's alumni personnel.

An Autonomous Group

This third group, still entwined by ties of affection to its mother organization, but now also an autonomous group in its own right, the National Retired Teachers Association (as it is named), now assumes for the retired and retiring teacher the role of anticipating and serving his needs of retirement far beyond the individual knowledge and power of self-discovery.

Since the National Retired Teachers Association (NRTA) is the embodiment of informed care and dynamic concern for the welfare of the retired, it cordially welcomes into its membership of 100,000, the teacher upon retirement, not only for the retiree's own benefit but also for the strength which numbers give in the realization of its goals for retirement enrichment and prestige.

Throughout the years the NRTA

has created a constellation of services of national scope. In cooperation with the NEA and state and local agencies, it has spearheaded equitable income tax legislation. It has helped gain adequate pensions. It has built and is administering a national retirement residence which eighty-two men and women proudly call their home. It has provided its members surgical-medical insurance both in the hospital and in nursing homes; it has made available cooperative buying in the field of prescribed drugs and has offered, at budget price, foreign and domestic travel, professionally escorted and leisurely paced.

The NRTA plans courageously and challengingly to campaign for the increase of income retirement exemptions, to seek the removal of social security discriminations, to fight inflation, and to help continuously all efforts designed to achieve betterment in retirement living.

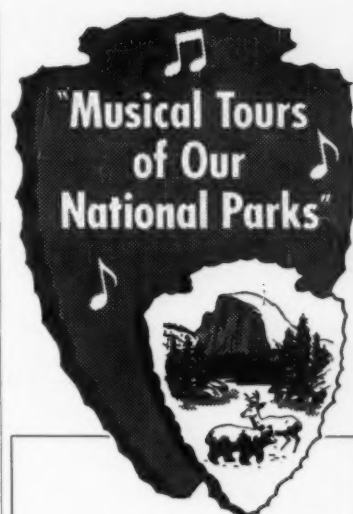
Membership in NRTA is available to all retired teachers at any time. Membership dues are \$1.00 annually, which include the NRTA Journal, a quarterly publication of distinction, devoted to the interests and needs of retired teachers.

Further information upon request to:

Dr. Ethel Percy Andrus,
President
National Retired Teachers
Association
701 North Montgomery Street
Ojai, California

Note

The enrollment period for the National Retired Teachers Association Group Hospital-Medical-Surgical Insurance Plan commences September 15, and extends through October 30, 1959. The effective date of the insurance is November 1, 1959. For further information, write to the NRTA Insurance Plan Office, 923 15th Street, N.W., Washington 5, D. C.



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Hot Springs & Platt	Feb. 4
Mammoth Cave	Feb. 11
Shenandoah	Feb. 18
Olympic	Feb. 25
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Wind Cave	Mar. 10
Great Smoky Mt.	Mar. 17
Bryce Canyon	Mar. 24
Grand Teton	Mar. 31
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The complete list of stations broadcasting the Program is given in the Teacher's Manual.

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Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

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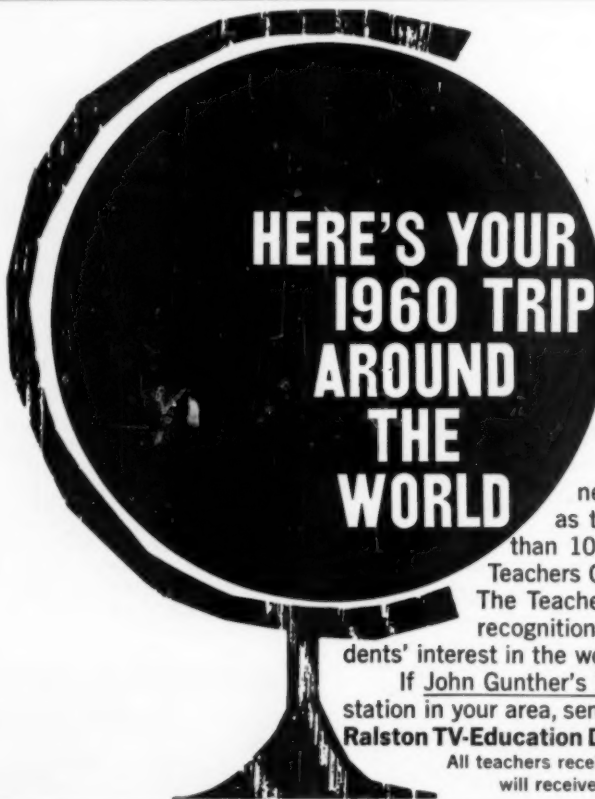
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John Gunther's HIGH ROAD is an entirely new television series—succeeding Bold Journey as the only commercial TV series used by more than 100,000 teachers to aid classroom work; free Teachers Guides are provided by the Ralston Purina Co. The Teacher Awards Program has been established in recognition of those teachers who best stimulate students' interest in the world around them.

If John Gunther's HIGH ROAD can be viewed over the ABC-TV station in your area, send for Teachers Guides by writing to:
Ralston TV-Education Department, P. O. Box 487, New York 23, N.Y.

All teachers receiving Teachers Guides for John Gunther's HIGH ROAD will receive an application form for the Teacher Awards Program.

The Good Old Days!

Would We Want To Return?

The rules listed below were posted on the bulletin board by a Manhattan elementary school principal in the year 1872:

1. Teachers each day will fill lamps, clean chimneys and trim wicks.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs for the individual tastes of your children.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After 10 hours in school the teachers should spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity and honesty.
9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25c per week in his pay providing the Board of Education approves.

American Education Week

Theme: Praise and Appraise Your Schools —

If you have not already planned your American Education Week program you had better get busy and order a folder describing helps and materials from NEA. Time is short—those dates, again, November 8 to 14.

Sunday, Nov. 8—**The Child:** What Does Education Mean to Him?

Monday, Nov. 9—**The Parents:** How Can They Work for Better Schools?

Tuesday, Nov. 10—**The Teacher:** What is a Teacher?

Wednesday, Nov. 11—**The People Next Door:** Who Are They?

Thursday, Nov. 12—**The School-board Member:** What Are His Responsibilities?

Friday, Nov. 13—**The Adult Citizens:** How Can the Schools Serve Them?

Saturday, Nov. 14—**The Voter:** How Does He Make His Decisions on Education?

HE FORGOT TO ORDER HIS NEW MATERIALS EARLY



Educator's Award

The Delta Kappa Gamma Society announces the Educator's Award of \$1,000 to be given for the most significant contribution to education written by a woman between April 1, 1958, and April 1, 1960.

This is the eighth award offered by the Society. The first one, given in 1946, was won by Dorothy Canfield Fisher for *Our Young Folks*. Among the authors receiving the Award have been Louise Hall Tharp for *The Peabody Sisters of Salem*; Agnes Meyer, *Out of These Roots!* and Kate Hevner Mueller, *Educating Women for a Changing World*.

The Award for the current biennium will be announced at the International Convention of the Delta Kappa Gamma Society in Bal Harbour, Florida, August, 1960.

Rules governing the contest can be obtained by writing to the Society Headquarters, 416 West Twelfth Street, Austin 1, Texas.

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Junior High Schools To Be Conant's New Study

Plans for a study of American public junior high schools, an extension of a present two-year study of public high schools, has been announced by James B. Conant, president emeritus, Harvard University.

Dr. Conant recently received a grant of \$85,000 from the Carnegie

Corporation, making possible an additional year's work.

Various procedures now in effect in grades seven through eight will be examined, as well as instruction in science throughout the 12 grades, the problem of the slow reader, and special problems found in the large cities.

NEA Director's Column

GREETINGS AND CONGRATULATIONS. Congratulations on the wonderful success of last year's work in the professional organizations which enabled Arizona to set a real record. We tied with Utah for second place with the greatest percentage of our teachers members of the NEA at 92%, and first in the percentage of increase in the potential number of new members. Arizona has been in a position of leadership in professional activities for many years, and every teacher should be proud of our record.

Greetings to those of you who are new to our State, and to those who are returning to your positions in the State — we hope you have had a pleasant and profitable summer. We will need all the energy possible because we cannot relax our efforts to improve the profession and our public schools. We are making progress all along the line but continued dedication to the profession and to the children is required if the support of public education is to be greatly increased.

There was great enthusiasm and determination at the Leaders Conference in Flagstaff. We are sure this will carry over into all locals and that we can look forward to our greatest year in professional success.

See you at the Convention in Tucson — November 6 and 7.

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The Three Rs Plus

Walter W. Eshelman, President of the National Education Association, believes firmly in the responsibility of the schools to teach the three Rs—reading, writing, and 'rithmetic. "But three Rs are not enough," he adds. "Responsibility, respect, and reverence must be added to the original three."

There will be time enough later on, Dr. Eshelman holds, for students to discover that there are still another three Rs—"Romance, rent, and rheumatism."

Among Our Neighbors

from page 23

tion, transforms knowledge — it is no longer a burden on the memory — it is energizing as the poet of our dreams, and as an architect of our purposes. . . . The primary reason for the existence of the university is not to be found either in the mere knowledge conveyed to students or the mere opportunities for research afforded by members of the faculty. Both of these functions

could be performed at a cheaper rate, apart from these very expensive institutions."

Intellectual Enjoyment

"There are two kinds of intellectual enjoyment: The enjoyment of creation and the enjoyment of relaxation. They are not necessarily separated. A change in occupation may give the full tide of happiness which comes from the concurrence of both forms of pleasure. The appreciation of literature is really cre-

ation. . . . No one, no genius other than our own, can make our own life live . . . to obtain the pleasure of relaxation requires no help. The pleasure is merely to cease doing . . . to speed up production with unrefreshed workmen is a disastrous economic policy. Temporary success will be at the expense of the nation. All school children could be sent at regular intervals to neighboring theaters where suitable plays are available as a necessary nuance in the process of learning."

Peripheral Schools

from page 10

Honor Society; and one was an honor graduate in his class. The first senior has finished her second year at college and three others their first. Many of the boys have been consistent winners in athletic events; several children have won state essay contests, and some have been in spelling contests. Briefly, these Navajo boys and girls, in so short a time away from the reservation, are taking their place alongside their white brothers in an equal fashion.

It is a fine program and one in which all citizens can take pride. We should like to invite all public school people to visit our dormitories at any time and see for themselves why we are so proud of this program.

Soaring School Costs

The annual cost of public elementary and secondary education has nearly tripled in the past decade, according to Sam M. Lambert, director, NEA Research Division. Costs have gone up about \$1 billion a year, from \$5 billion 10 years ago to \$14.4 billion today. Of this more than \$9 billion increase, \$3 billion has been the result of inflation. The remaining \$6 billion was used to pay expenses of increased enrollment, expansion of school services, and other factors. Ruling out the inflationary effect, cost of public elementary and secondary schools has still doubled since 1949.

October, 1959

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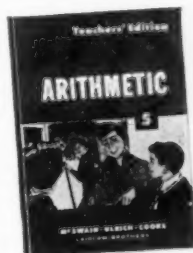
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Look - Hear - Now

by Dorothea Pellett, Consultant
Audio-Visual Department
Topeka, Kansas, Public Schools

Now is the time to order these new single strips for Halloween, Thanksgiving, and Christmas. Filmstrips, since you usually can't rent them, must be purchased for your school or classroom library. These full-color picture strips cost and contribute about the same as a fully-illustrated picture book, giv-

ing similar repeated enjoyment and value. Some of the filmstrips have matching records.

The newest holiday filmstrips come from one of the largest filmstrip distributors, Society For Visual Education, 1345 Diversey, Chicago 14. See their "Winnie the Witch" (color strip) who never could scare ANYBODY as she rides her vacuum cleaner since her broom is broken. "Mary's Pilgrim Thanksgiving" (color strip) from a child's point of interest, details the excitement of preparing for the real three-

day 1621 celebration when the Plymouth cooks didn't know how many invited guests would arrive. Mary's last name was Allerton, and she *might* have been *real*. The Indians are shown as friends who add to the feast and entertainment. Settings, costumes, and handling of facts are authentic.

"The Story of Thanksgiving" (color strip) is a factual picturing of the voyage, the hazardous landing, the building of church and homes, the first hard winter and the spring planting, the harvest and the day of thanks—authentic and interesting to older youth. To show "old-time" ways follow the Pilgrim idea of a time to give thanks, see "Grandfather's Boyhood Thanksgiving" (color strip).

"Thanksgiving With Jesus" (color strip with or without record) shows the Hebrew Feast of Succoth as the boy Jesus and his family may have observed it. "Thanksgiving With Carol and Peter" (color strip with or without record) gives the contemporary celebration of a typical American middle-class family. "Christmas With Carol and Peter" (color strip with or without record) similarly shows the family celebrating Christmas as Mother explains the true spirit and meaning of giving and receiving gifts.

The very newest Christmas filmstrips, from Society for Visual Education also, are "Barbara's Happy Christmas" for younger children and "How We Got Our Christmas Customs" for older groups. Both are sketched in realistic color and have matching records. The story of Barbara, who lives at a Children's Home, shows the grace of receiving and sharing.

"How We Got Our Christmas Customs" traces the beginnings of many different symbols which speak the true meaning of Christmas: decorating with holly, mistletoe, evergreen, or poinsettia; the first use of the lighted tree and of the creche; caroling and church or school celebrations; family gatherings; the real Santa Claus; the exchange of gifts and cards—with a reproduc-

Every pupil wants to read for pleasure. He wants to read about amiable people like Mr. Carl, about donkeys like Mr. Bones, about stagecoaches, and about lively incidents. Every pupil also wants to read to become a better reader and to enrich his understanding and use of words.

Every teacher also wants every pupil to be a better reader. And she knows that this can only be accomplished by giving the pupil books that hold his attention as well as instruct. They must be books rich with child-experience stories, with well-drawn characterizations, with action, with humor, with suspense—and, at the same time, must serve as the springboard for a planned program of reading development.

The program must fit the needs of immature, average, and superior pupils. It must provide comprehensive reading readiness techniques. It must give the pupil a solid foundation in all the basic reading skills.

These are the reasons why the Alice and Jerry Reading Program continues to be the "Nation's Basic Readers" for Grades 1 through 6.

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tion of a card thought to be the first ever sent as a Christmas greeting!

"Christmas Joys" (color strip) explains our customs which began with the night of the Nativity and the coming of shepherds and wise men as it pictures the Bible story. In "Beside the Manger" (color strip and record) for younger children, the giving of gifts is seen to begin with God's Gift of His Son, interpreting the first Christmas. Both of these strips are from Concordia Films, 3558 Jefferson Ave., St. Louis 18.

Children enjoy the "animal-eye" versions of the happenings they know about from their own eyes-view. A pair of favorites are from Cathedral Films, 104 N. Hollywood Way, Burbank, Calif. "Christopher Mouse" tells the real Nativity story as Grandfather Mouse had heard it. "When the Littlest Camel Knelt" is sketched to show the events of Holy Night as the baby camel saw it. Both may be had with or without records.

An old and a new story, both from Society for Visual Education, help celebrate the true-spirit Christmas: "The Other Wise Man" which pictures the well-loved Henry Van Dyke story; and "Strange Gift", a modern fantasy in which the Little Angel adds her last unusual gift to the Holy Child's birthnight gifts of light, song, and love. Both are in color with or without records.

You may have heard of the exciting possibilities in the 14 color strips and matching Spanish-speaking records of the "Gloria and David" series recently released by Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois. The pictures, cartoon-type characters, appeal to any age group, fascinate anyone six years old or older. You see the pictures as you hear the complete sentence of the story, in Spanish. With its teacher's guides, the series is designed as a complete course, for one or two years, to be used in group instruction.

"Spanish For Elementary Schools" and "French For Elementary Schools", each set with six color strips and three matching records, are new from McGraw-Hill Text-Films, 330 W. 42 St., New York 36. Each strip pictures happenings typical and familiar to children, while the record gives the story in the new language. Teacher's guides

suggest variations of methods, fully exploring the lessons' effectiveness.

All the records are unbreakable discs for 33-1/3 rpm speed, which with proper care and played with lp needles new for every 100 hours playing time, should give adequate reproduction. Producers mentioned, if you request, will send their descriptive catalog.

SCHOOLHOUSE SYMPHONY

Music can be stepping-stone for good citizenship and self-discipline as elementary pupils learn concentration and perseverance through musical activities.

Here's heartening encouragement for you who are trying to convince your school or PTA of the benefits of group music in education.

One of the top echelon administrators of a big metropolitan school system holds that music more than any other art shapes life and personality and that group music teaches punctuality, teamwork, discipline, and cooperation.

Also out of 46 scientists and deans of leading U.S. technological institutions who responded to a recent poll, 70% maintained the study of music is of great importance in preparing youngsters for scientific pursuits.

In Pensacola, Fla., where school children learn relationship of music to mathematics, they wind up doing better in both.

Music directors have repeated again and again that by playing in groups students learn to observe quickly, respond correctly to directions, and are more per-



ceptive by sharpening their senses of sight, hearing, and touch.

Going along with this, Evanston, Ill. observes that children learn precision and control from playing together. Furthermore, no disciplinary problem seems to come up with child who has interested himself in music.

All this jibes with reports from many grade schools around the nation where music making is used to stimulate learning.

The above is a digest from ILLINOIS EDUCATION for January, 1959

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FUN: gala New Year Eve party in Acapulco, cruise around Acapulco Bay, visit cliff divers, bull fights.

Tour Price Includes: round-trip airfare tourist class, accommodations at first class hotels, with private bath; 3 table d'hôte meals daily, except in Mexico City, travel within Mexico by air-conditioned motor coach; bi-lingual guides; full program of sightseeing and social activities.

For further details contact:

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Coming Events

National & Regional

- Oct. 23-28:** 3rd annual national conference, Department of Rural Education; and 14th national conference, County and Rural Area Superintendents, a division of the Department of Rural Education, Seattle, Wash.
- Oct. 24:** Division of Travel Service, Travel Service Fair, Denver, Colo.
- Nov. 3-5:** National Association Public School Adult Educators, annual conference, Buffalo, N. Y.
- Nov. 6-8:** National Association of Educational Secretaries and the Michigan Association of Educational Secretaries, joint regional conference, Detroit, Mich.
- Nov. 8-14:** American Education Week. Theme: Praise and Appraise Your Schools.
- Nov. 11-14:** Professional Development and Welfare, Salary School, Washington, D. C.
- Nov. 15-18:** American Association for Health, Physical Education and Recreation, National Conference on School Recreation, Washington, D.C.
- Nov. 22-24:** National Association of Secretaries of State Teachers Association, annual meeting, Washington, D. C.
- Nov. 25-28:** National Council for the Social Studies, annual convention, Kansas City, Mo.
- Nov. 27-28:** Department of Classroom Teachers, study conference, Washington, D. C.
- Nov. 29-Dec. 3:** American Association for Health, Physical Education and Recreation, National Conference on Fitness for Elementary School Age Children, Washington, D. C.
- Dec. 5-9:** Association for Supervision and Curriculum Development, fifth research institute, Washington, D. C.
- Dec. 10-18:** American Association for Health, Physical Education and Recreation, National Workshop on Equipment and Supplies, East Lansing, Mich.
- Dec. 26-31:** National Science Teachers Association, annual joint meeting with Science Teaching Societies of American Association for the Advancement of Science, Chicago, Ill.
- Dec. 28-30:** Speech Association of America, national convention, Washington, D. C.

1960

- Jan. 30:** National Council of Teachers of Mathematics, joint meeting with the Mathematical Association of America, Chicago, Ill.
- Feb. 11-13:** American Association of Colleges for Teacher Education, national convention, Chicago, Ill.
- Feb. 11-13:** United Business Education Association, national meeting, Chicago, Ill.
- Feb. 13-17:** Department of Home Economics, national meeting, Atlantic City N.J.
- Feb. 13-17:** American Association of School Administrators, national convention, Atlantic City, N. J.
- Feb. 27-Mar. 2:** National Association of Secondary-School Principals, national convention, Portland, Ore.
- Feb. 29-Mar. 3:** Department of Audio-Visual Instruction, national convention, Cincinnati, Ohio.

- Mar. 6-9:** Association for Higher Education, national conference, Chicago, Ill.
- Mar. 6-10:** Association for Supervision and Curriculum Development, annual convention, Washington, D. C.
- Mar. 10-12:** Department of Classroom Teachers, Southwest regional meeting, Albuquerque, N. M.
- Mar. 18-22:** Music Educators National Conference, national convention, Atlantic City N. J.
- Mar. 25-30:** Department of Elementary School Principals, annual meeting, St. Louis, Mo.
- Mar. 29-Apr. 2:** National Science Teachers Association, national convention, Kansas, Mo.
- April:** Teaching Career Month.
- Apr. 6-10:** National Association for Women Deans and Counselors, national convention, Philadelphia, Pa.
- Apr. 10-14:** National Art Education Association, Western regional conference, Dallas, Tex.
- Apr. 11-15:** National Art Education Association, Pacific regional conference, Tempe, Ariz.
- Apr. 14-16:** United Business Education Association, Western regional conference, Phoenix, Ariz.
- Apr. 19-23:** Council for Exceptional Children, annual convention, Los Angeles, Calif.
- Apr. 20-23:** National Council of Teachers of Mathematics, annual meeting, Buffalo, N. Y.
- Apr. 22-24:** National Association of Educational Secretaries, regional conference, Phoenix, Ariz.
- Apr. 23-28:** American Association for Health, Physical Education and Recreation, national convention, Miami Beach, Fla.
- May 4-7:** American Association for Health, Physical Education and Recreation, Southwest district convention, Phoenix, Ariz.
- June 12:** United Business Education Association, annual meeting, Los Angeles, Calif.
- June 26-July 1:** National Education Association, annual meeting, Los Angeles, Calif.

ARIZONA

- Oct. 9-10:** Elementary Principals Annual Conference—Grand Canyon College.
- Oct. 17:** Statewide Tri-Conference, Phoenix.
- Oct. 26:** ASEA Workshop—Grand Canyon College.
- Nov. 6-7:** AEA Annual Statewide Convention—U of A, Tucson.
- Nov. 14:** FTA Workshop for State Officers, Phoenix College.
- Dec. 5:** Delta Kappa Gamma Joint Initiation.
- 1960**
- Jan. 9:** AEA President's Conference.
- Feb. 5-6-7:** Home Economics Convention, Tucson.
- Feb. 19:** AAAVED Conference, ASU Memorial Building.
- Feb. 26-27:** ACEI Spring Conference on Reading and Language Arts.
- Mar. 18-19-20:** DKG State Convention.
- Apr. 8-9:** AEA Delegate Assembly, Phoenix.
- April 30:** DKG Workshop.
- May 4-7:** AAHPER Regional Conference, Phoenix.

Yours for the Asking . . .

For the extra spark for class or extra-curricular work, watch for the ideas offered by Arizona Teacher's advertisers. Be the first in your school to secure and use the new material that you may secure by using the convenient coupon below.

1. **Music for Every Child** folder gives full information on Harmony Band Instruments which make it possible for children as early as the first grade to play three-part music from the first lesson. Also contains information on the two-octave Symphonet. (Handy Folio Music Company)

2. **Leathercraft Catalog** Ninety-six pages, leather, kits, tools, supplies, teaching aids, instruction movies available free of charge from Tandy Managers in 96 stores nationwide. (Tandy Leather Company)

3. **Samples of cut-out letters** for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

4. **Brochure of sample gift tie ribbon and gift wrap paper.** It suggests ways to earn money for group activities. (O & W Gift Tie)

12. **Booklets** with pictures and maps giving details on tours for the summer of 1960 in Europe, Latin America, Around Africa and Around the World. (Study Abroad, Inc.)

13. **Catalog of instructional materials.** Lists rocks, grains, nature study materials, seashells, colored cards, inexpensive science equipment and kits and many other items. (Practical Aids Co.)

29. **Handicraft Materials** a catalog listing low priced project ideas for Christmas, such as items for stained glass windows, ceramic or plastic mosaic tiles, wooden boxes to be decorated. One copy only and only to teachers. (Cleveland Crafts Company)

32. **With World Book — Science is Method** is a brochure that provides for your students help with science learnings and gives insight to scientific methods. (Field Enterprises Educational Corporation)

38. **Request Card** for a copy of the 1959-60 Standard School Broadcast Teachers Manual and Wildlife Map. The 32nd Annual Series of the Standard School Broadcast on the air a half-hour weekly from October 15, 1959, to May 5, 1960, is titled "Musical Tours of Our National Parks." The series is devoted to music in relation to the enjoyment and conservation of the scenic beauties, wildlife, plant life and other resources of our National parks. (Standard Oil of California)

40. **Reproduction of Declaration of Independence** has the mellowed, time-worn appearance of the original parchment but the text and signatures have been carefully restored to be as legible as they were in 1776. In authentic actual size, made from same original plates as used to produce those on display in Independence Hall and the Library of Congress. \$1.00 per copy. (The Coca-Cola Company)

41. **Military Guidance in Secondary Schools** was prepared for teachers, principals and counselors to provide an over-all view of the problems of military guidance. It suggests ways of incorporating military guidance services and practices into the guidance and educational programs of the school. Reading time 50 minutes. (Dept. of the Army)

42. **The Secret of Getting Ahead** was especially prepared for high school seniors. It outlines the wide variety of technical training programs provided by the U. S. Army. Emphasis is given to the Graduate Specialist Program Army schooling and shows how service training may be used to advantage in civilian life. Available in quantities sufficient for the men in the senior class. (Dept. of the Army)

43. **Information regarding the Phonovisual Method of (phonics) instruction** for kindergarten, primary and remedial levels. (Phonovisual Products, Inc.)

44. **Graded Catalog of Books for Elementary and Junior High Schools and Classified Catalog of Books for High School Libraries.** (J. B. Lippincott Company)

46. **Teachers Guides and a Teachers Manual for John Gunther's High Road** enable teachers to stimulate their students' interest in other people and other lands through this unique television program. **John Gunther's High Road** is a weekly after-school documentary television series which explores the four corners of the world with Mr. Gunther as guide. Teachers Guides are available (one to a teacher) if the program is telecast in your area. See ad in this issue for information regarding the **John Gunther's High Road Teacher Awards Program.** (Ralston TV-Education Department)

58. **Russia by Motorcoach**—a folder describing a 17-day program of traveling overland between Helsinki, Moscow and Warsaw. Show complete itinerary, offering a choice of 36 different departure dates. (Maupintour)

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PLANS FOR THE YEAR

(from page 5)

the dignity of the human being. He commended these eighty and said, 'These helped build a nation; you, the teachers of today, must help build a world—a community where individual freedom and respect for each other assures to all the same opportunity of fulfillment.'

This is indeed a challenge. I am sure we all agree with Ruth Stout when she stated, 'There are still frontiers to be conquered, but the frontiers are now in the minds of men rather than in the wilderness or on the battlefield.' I think we must agree, too, that whatever else education may do for children it must free them from ignorance and prejudice. Anything else is insufficient for today's needs for we are teaching the citizens who will rule in the year 2000—who will because of a rapidly shrinking world, live in one world.

Virgil M. Hancher, President of State University of Iowa, reminds us that 'we need to remember that the year 2000 is no more distant in the future than World War I is distant in the past. The dramatic changes in our knowledge and in our society which we have seen since World War I give us a preview of the far more accelerated changes in our knowledge and our society which must be anticipated in the remaining years of this century.' This preview challenges us once more to determine our objectives, re-examine our theories and our practices and say whether or not we believe in the American dream of equality and of opportunity for all American Youth.

This is an awesome responsibility that faces us as teachers of American Youth, the youth on which we are depending so much to keep the American way of life alive. This task we know cannot be done by ill prepared teachers but only by well prepared teachers strong in the knowledge of what they are teaching and strong in the methods with which to impart this knowledge—Professional teachers who thru the united efforts of professional organizations seek the best for the citizen of the year 2000.

Let us pray that thru good teaching we may move toward a better and brighter world."

Ideas for Accenting Professional Ethics

1. Set up a study committee under a name acceptable locally. The name doesn't matter.
2. Choose carefully the right personnel for any appointment concerned with ethics and professional advancement.
3. Personalize the code for the local association and keep it before teachers in challenging, significant ways.
4. Place material on ethics on bulletin boards and in news bulletins.
5. Make a positive approach to professional problems.
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- The Teacher's Edition for each grade gives an over-all view of the program; lesson plans comprise *purpose, readiness, procedure*, and *supplementary exercises*; included are lists of teaching aids, games, recommended readings, etc.

7 IS THE NUMBER

Yes, seven is the number of the Divisions into which are grouped the curricula of our College for more effective organization of administrative duties. Check them over.

1. **LIBERAL ARTS DIVISION** provides a foundation program which services the entire College. It includes such areas of learning as music, history, sociology, political science, language arts, modern language, philosophy, art, and law enforcement or police science. The last named — law enforcement or police science — is a new program offering, providing training to fit young men of good physique and strong character for opportunity in many attractive vocations.

2. **TEACHER EDUCATION DIVISION** provides courses of study and laboratory experiences for the training of teachers, coaches, and school administrators.

3. **TECHNOLOGY AND APPLIED ARTS DIVISION** is expanding its curricula to emphasize such fields of training as electronics, pre-engineering, industrial and vocational education, and the many areas included in home economics. The over-all program is geared toward training technicians for our highly industrialized society.

4. **FORESTRY DIVISION** offers professional training leading to the degree of Bachelor of Science in Forestry. Its curriculum offers specialization in forest management, forest utilization, range management, park service, and recreation. Other offerings include work in wildlife management and watershed management.

5. **SCIENCE AND MATHEMATICS DIVISION** includes such areas of instruction as mathematics, botany, chemistry, anthropology, earth science, physics, and zoology. The degree program offered by this Division is designed to train science teachers, industrial and government specialists, and candidates for graduate study in these science and mathematic areas. Basic courses are offered to prepare students to continue toward professional goals in medicine, dentistry, pharmacy, nursing, etc.

6. **BUSINESS ADMINISTRATION DIVISION** prepares students for professional accounting, pre-law, business and industry, government and public service, graduate schools, research, teaching, teaching in secondary schools, secretarial positions, typing, and general office duties. Working with the College Placement Office, the Division maintains a strong job placement program for its graduates.

7. **GENERAL STUDIES DIVISION** provides opportunity for a student to investigate the most significant aspects of anthropology, art, communication, economics, personal and family living, history, literature, music, philosophy, psychology, science, and sociology for the purpose of motivating him to live constructively as a member of his community and as a citizen of this country and of the world.

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Flagstaff, Arizona



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